DOCUMENT RESUME

ED 206 408 PS 012 380

TITLE Induction in Action in the Primary School.
INSTITUTION Queensland Board of Teacher Education, Toowong (Australia).
PUB DATE Jul 81
NOTE 38p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Role; *Beginning Teachers; *Educational Practices; *Faculty Development; Foreign Countries; Primary Education; *Teacher Orientation; *Teacher Supervision
IDENTIFIERS *Australia (Queensland); Induction (of Teachers)

ABSTRACT

Procedures used in six Australian primary schools for the induction of beginning teachers to their profession are summarily described. Induction into the schools was in each case a cooperative process which was much more than an orientation period and normally involved one person being most closely associated with the new teacher, but in which the remainder of the school staff played a supportive role. Concluding comments provide suggestions intended to facilitate the transition of beginning teachers from pre-service education into schools and set the stage for their continuing professional development. (Author/RH)

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INDUCTION IN ACTION IN THE PRIMARY SCHOOL

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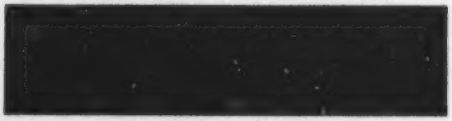

INDUCTION IN ACTION

IN THE PRIMARY SCHOOL

Teacher Education Review Committee

Board of Teacher Education, Queensland

P.O. Box 389, Toowong, Q. 4066.

July 1981

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PREFACE

This report is intended for use by principals and others in schools involved with the induction of beginning teachers. It contains descriptions of induction in six near-metropolitan primary schools. From these descriptions, it is hoped that other schools might gain some ideas which they can use in developing their own induction schemes.

Although the descriptions provided are of primary schools, we believe that many of the ideas on induction could be applied to secondary schools, particularly in the pre-appointment phase.

The Board wishes to express its thanks to those principals, beginning teachers and others in the schools who co-operated readily in providing information for the report.

The report was compiled under the guidance of the Board's Teacher Education Review Committee, the members of which are listed in the Appendix.

The Board believes that every school should have its own induction scheme, not just for beginning teachers, but also for those teaching at the school for the first time. Naturally, each induction scheme will be unique as it will be designed to take account of the particular philosophy of the individual school and to capitalise on the background of teacher education, experience, interests and skills of the individual teacher.

We hope that this report can help in the development of effective induction schemes for the benefit of both teachers and their schools.

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INTRODUCTION

During 1979 and 1980, the Board of Teacher Education undertook a research project into the induction of beginning teachers. In October 1980, at the conclusion of the research study, a conference was held to consider the implications of the results for induction practice. The research findings and conference discussions, which contained several suggestions for making induction more effective, were published early in 1981 (The Induction of Beginning Primary Teachers).

Induction in Action in the Primary School is designed to complement the research and conference report. It contains examples of induction as it is put into practice in six primary schools. The report is published with the intention of providing ideas for principals and others in schools involved with the induction of beginning teachers which they might find useful in planning the induction of teachers into their schools.

The descriptions of the school induction presented in this report were gained from interviews with the principals, beginning teachers and others involved in the school induction activities, and from written information supplied by the schools. In all cases, the reports were returned to the school for comment before a final version was produced.

Before presenting the examples, a number of general comments about induction should be made.

The school to which the beginning teacher is appointed has the major influence on the success of the beginning teacher's induction into the profession. This is not to deny the importance of induction activities which take place outside the school, for example, regional or local meetings of beginning teachers and in-service seminars such as those conducted by education centres. However, the extent to which a beginning teacher is able to make a successful transition from his pre-service education into his role as a fully-functioning professional with its associated responsibility is closely linked with the type of school induction in which he participates. Induction is also the basis on which is built the professional development and education of a teacher throughout the remainder of his teaching career. Thus, induction can have implications not only for a young teacher's first few semesters of teaching, but also for his teaching effectiveness over forty or so years.

Some points can be made about the individual studies.

In each of the schools, induction was much more than an orientation period held in the first few days immediately before or after school commenced, and during which the beginning teacher was given a "pep talk" by the principal, told where to obtain stock, advised of the school policy on parent interviews and handed the school's resource folder for new teachers. Induction into the school was a co-operative process which normally involved one person being most closely associated with the induction of the beginning teacher, but in which the remainder of the school staff played a supportive role. It involved providing advice, guidance and encouragement to the young teachers, both in pre-planned seminars and discussions and as the need arose. It involved strategies for ensuring that the beginning teachers were carrying out their classroom teaching roles effectively, and in providing assistance where it was needed. Whenever advice or guidance was given, it was provided in a supportive non-threatening manner, so that the beginning teachers felt confident to seek further advice.

Having spent the past three years as students, beginning teachers want to be regarded as professionals by their fellow teachers. In the schools studied in this report, other staff members readily accepted their young colleagues as partners, willing to share ideas with them. Sharing meant accepting new ideas from, as well as giving guidance to the beginning teachers. In this way, the confidence and competence of the beginning teachers were enhanced.

Each example of school induction is different. No one program or scheme can be prescribed which will be suitable for use in all schools throughout Queensland. For example, a school in which there are three or four administrators might have a different type of induction from a school in which the principal is the only non-teaching staff member. Likewise, while part of the induction into a metropolitan school might involve the beginning teacher's attending the school before the end of the previous scholastic year, this is probably impractical when a teacher from Brisbane is appointed to a remote country school.

Even within a particular school, the induction activities are not necessarily the same for each beginning teacher. The induction should be responsive to the individual beginning teacher's needs and problems. Thus, a key element in each of the examples of induction in this report is that of flexibility.

INDUCTION IN ACTION

SCHOOL A

Number of teachers	Administrators	Number of beginning teachers	Type of school
26	Principal Deputy Principal Infant Mistress	3	Government

The induction program of this provincial primary school is characterised by organisation and involvement - by the beginning teachers concerned, the principal, deputy principal and infant mistress, and other teachers.

Welcome

In 1981, there were three beginning teachers, two of these being advised of their posting before the end of the 1980 school year. These latter received a letter of welcome from the principal (updated for 1981) outlining certain aspects of the school and its induction program and inviting the beginning teachers to come to the school or to contact him at any time. The letter is reproduced at the end of the chapter. The warm style of the letter reflected what was to be the teachers' introduction to the atmosphere of the school. Both teachers went to the school prior to the end of the school year; at this time, they were shown their classrooms (and given the key), met other teachers and were provided with much valuable material concerning the school. This material included:

- booklet on school policy devised by former administrative team;
- plan of school;
- parents' handbook* (found to be very valuable by beginning teachers);
- induction program booklet.

Class Allocation

At this time, the beginning teachers (and all other new teachers) filled out a staffing information form, a copy of which is included at the end of the chapter. On this form they indicated their teaching preferences, open-plan classroom experience, special abilities and extra-curricular interests. On this basis the principal was able to rearrange the staffing of the school so that beginning teachers could teach the year level they had indicated as their first preference, and if they wanted to be in an open-plan situation this was also arranged. This sometimes meant allocating experienced teachers to other year levels.

Preparation

The beginning teachers were advised that they were free to come to the school at any time, including during the holidays to consult with the principal, prepare their classrooms, etc. They were also given the keys to the principal's office so that they could consult pupil records or the consolidated policy file which was continually being modified by the teachers themselves. At this time, they were also given the name of their referent teacher.

The third beginning teacher was told of her posting two weeks before the start of the school term and received the same welcoming letter. All three beginning teachers went to the school in the week prior to the commencement

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* This contains much practical and organisational information, e.g. absences, banking, choirs, daily routine, homework, music, sport, library, rules, swimming, tuck shop, etc.

of classes, some several times. At this time, they met other teachers and some were made more familiar with the school (equipment, etc.) by other teachers who had also come up to the school.

A social evening was arranged at the principal's residence in the first week so that teachers could get to know each other.

Formal Program

The formal part of the induction program began with the commencement of the school year. The beginning teachers had been supplied with the induction booklet at the end of the preceding year. This consisted of the four checklists for supervisors - pre-appointment, first day, first week, first month - taken from Guidelines for the Induction of the Beginning Teacher in Queensland Primary Schools (see end of chapter), to which had been added the names and respective duties of ten teachers who had indicated they would assist the beginning teachers in their induction program. Each teacher offered to be responsible for a certain part of the checklist, e.g. distributing to beginning teacher curriculum guides and school-compiled programs; matters relating to functional aspects of the school were dealt with by the Principal in two meetings with the beginning teachers in the first week. Certain aspects of the checklists - those dealing with personal matters concerning the teacher - were omitted. There was no rigid adherence to the "pre-appointment", "first day", "first week" stages since the volume of work in the first week precluded this. A meeting to discuss the "first day" checklist was held when time was available during the first week. At this meeting, each experienced teacher concerned explained his/her section (e.g. tuck-shop procedures, homework, etc.). However, the beginning teachers felt that they were somewhat overwhelmed with verbal information at this meeting, and benefited most from the information which one teacher had committed to paper.

Referent Teacher

Each beginning teacher was assigned to a referent teacher and was also responsible to either the infant mistress, the deputy principal, or the principal depending on year level. This system worked best where the referent teacher had the same year level as the beginning teacher and where their classrooms were in close proximity. The referent teacher also needed to have enough time to devote to the beginning teacher. Both teachers often met before school to discuss work programs and individual problems and informal assistance was provided as the need arose. Beginning teachers felt free to ask other teachers or the principal to teach a lesson for them if they experienced difficulties. This had occurred several times. The infant mistress and the deputy principal provided the principal with incidental reports on the progress of the beginning teachers which meant that the principal did not directly observe their lessons.

These teachers were given full teaching responsibility and each was involved in some form of extra-curricular activity (e.g. hockey, netball, recorder band, school choir, school camp, etc.). These activities were voluntary and beginning teachers indicated their willingness in this area.

Parents' Meeting

In 1981, a new system of meeting parents was instituted at the school which beginning teachers found very valuable. Early in first term, each teacher sent a note home to parents asking them to make an appointment to see the teacher individually. Although not all parents took advantage of this occasion, the teachers felt it was far more effective than the traditional general meetings. The first year teachers felt it was important to establish contact with the parents at the beginning, and to learn the background of their pupils. It also gave them professional confidence to feel they had the parents' support and trust.

Review of Program

Each year, towards September, the principal and all those involved with the induction program meet with the beginning teachers to review the program and suggest modifications for the following year.

Outside Seminar

The beginning teachers attended a seminar organised by the Department in their region, but did not feel they had gained much from it.

Conclusion

The overall success of the induction program at School A appears to be closely linked with the openness of the principal and his "open-door" policy, which permeates the atmosphere of the school and the attitude of the other teachers. The program and the staff of the school are well organised, which leads to the beginning teachers' quickly developing a degree of confidence in their own ability and in the knowledge that help is always available. All beginning teachers knew that they were not required to handle problems on their own.

Nevertheless, it appears that the following areas could be looked at when the program is being reviewed:

- a meeting together of referents at the beginning of the year to clarify their roles;
- incorporation in the induction booklet of advice on areas where beginning teachers experienced problems including setting-out of pupils' books, roll-marking, tuckshop, etc.;
- beginning teachers would like to be officially introduced to teachers rather than finding out their names by a process of elimination;
- closer attention to the needs of specialist teachers.

However, these minor alterations should not detract from the positive nature of the program and the satisfaction which beginning teachers expressed towards their induction into the school.

SCHOOL A

Letter sent to beginning teachers after notification of appointment

Dear ,

On behalf of our teaching team and other staff I extend a warm welcome to you and congratulate you on your transfer to our school. We will certainly ensure that your association with us is rewarding and enjoyable.

Our school is situated on ..... Road about five kilometres from ..... We are a Class 1 school and therefore have a Deputy Principal and Infant Mistress as well as the normal specialist teaching staff. Eight hundred and thirty children attend our school in 26 drafts. We have four double teaching spaces and two composite classes (2/3 and 5/6).

I have enclosed a staff profile which I request you return as soon as possible. Our 1981 Staff Handbook is not prepared as yet but hopefully I'll be able to forward a copy for your perusal before you take up your appointment with us. If you would advise of your vacation address, I will arrange for the despatch of this handbook and any other material which may be of use to you.

We have planned an induction programme for you and other appointees. The programme should help you to adjust to our routine and it will be conducted by a team of experienced teachers as well as by members of the Administrative Team. We are sincerely interested in ensuring that you have a happy and smooth induction. If, therefore, you have any problems, please share them with us. Our induction programme consists of social and professional components and details will be available on your first day with us.'

I will be available to speak with you at a mutually suitable time during the summer vacation. I live in the Principal's residence adjoining our school. I will definitely be available during the week prior to the commencement of the 1981 school year.

Please feel free to contact me if you need any assistance or information.

Once again I reassure you that you are most welcome to our school. A warm, friendly, co-operative spirit exists among our staff and students. I'm sure you will enjoy your experience at this School.

Warmest Regards,

Principal.

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SCHOOL A

STAFFING INFORMATION

NAME:

PRESENT YEAR LEVEL TAUGHT:

TEACHING PREFERENCES FOR 1981:

A. Section of School

Lower (1 - 2) ☐

Middle (3 - 5) ☐ *Please place 1, 2 or 3 in appropriate frames

Upper (6 - 7) ☐

B. Preferred Year Level ☐

C. Open plan classroom: Would you like to teach in an open plan classroom with another teacher?

.....

OPEN PLAN CLASSROOM EXPERIENCE:

Year Level	Year and Duration
.....	.....
.....	.....
.....	.....

RECENT EXPERIENCE:

Year	Year Level/s Taught
1980	.....
1979	.....
1978	.....
1977	.....
1976	.....

(Please mark with an asterisk (*) if open plan.)

SPECIAL ABILITIES: (Please outline any special abilities you possess which would enable you to undertake specialist classes, teaching etc.)

EXTRA CURRICULAR ACTIVITIES:

Please tick the appropriate section if you would be willing to conduct teaching sessions, coaching, training, supervision etc. in the following:

SPORT	Soccer	.....	Rugby League	.....
	Hockey	.....	Netball	.....
	Vigoro	.....	Cricket	.....
	Tennis	.....	Softball	.....
	Tee Ball	.....	Athletics	.....
	Swimming	.....		

CULTURAL ACTIVITIES	Choral Singing	.....
	Choral Speaking	.....
	Concert Band	.....
	Orchestra	.....
	Recorder Band	.....
	Debating	.....
OTHER AREAS	Student Council	.....
	School Camps	.....

STUDY COURSES: (Please give details of any course of study you are undertaking in 1981)

EXTENDED LEAVE: (Please give details of any extended leave you are planning for 1981)

SPECIAL REQUESTS OR COMMENTS:

Please note that your preferences will be carefully considered but may not be met.

Signed: .....

Date: .....

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SCHOOL A

INDUCTION PROGRAM CHECKLISTS

Supervisor's Checklist - Pre-Appointment

NAME OF TEACHER _____

YEAR _____ DATE OF REPORTING FOR DUTY _____

NAME OF SUPERVISOR _____

The tasks suggested on this form should be completed before the teacher takes up duty at the School. It is a check to see if our new staff member has been welcomed properly and has been given the necessary information to dispel his anxieties and to help him function effectively in his new school environment as quickly as possible.

Teacher's Initials		Check when completed
RP*	1.	Welcome the new teacher and put him at ease.
	** 2.	Tactfully inquire about his personal background.
RP	3.	Inquire about transportation.
RP	4.	Explain school parking arrangements.
	** 5.	Check if he has any financial difficulties.
RP	6.	Check his academic background.
RP	7.	Has he any special expertise?
RP	8.	What are his special interests?
RP	9.	Review his accommodation arrangements.
	** 10.	If Departmental accommodation, indicate location, cost and names and if possible, introduction to fellow tenants.
RP	11.	Discuss local services available.
RP	12.	Indicate his teaching assignment - class and size.
LM/HM	13.	Provide a list of children in his class.
RP	14.	Indicate how many drafts of his year.
RP	15.	Show him his classroom.
RP	16.	Explain physical layout of school in a brief tour.
RP	17.	Talk about your daily programming expectations for his first week.
LM/HM	18.	Distribute to him curriculum guides and school compiled programs he'd need for preparation.
RP	19.	Collect other teaching materials he might need.
RP	20.	Have him note school starting and finishing times and times of various breaks.
RP	21.	Explain your expectations of his hours of duty and punctuality.
RP	22.	Discuss consideration to his fellow teachers.
RP	23.	Explain your expectations regarding noise in classrooms.
RP	24.	Point out regulations about corporal punishment.
RP	25.	Give specific advice on discipline and punishment.
RP	26.	Advise him on orderly movements about the school, and noting children absent from room.
RP	27.	Explain the standard of dress expected of him.
RP	28.	Give advice on tact in discussion with parents.
RP	29.	Explain your policy on smoking in the school.
RP	30.	Introduce him to members of the administrative team.
RP	31.	Explain to whom he is directly responsible i.e. Deputy Principal, Senior Mistress, Infant Mistress etc.
RP	32.	Introduce him to his teacher referent or sponsor teacher.
RP	33.	Assure him of availability and willingness to help, of all members of the administrative team.

* Principal

** These items were deleted as they were not considered to be relevant.

Supervisor's Checklist - First Day

NAME OF TEACHER _____

YEAR _____ DATE OF TAKING UP DUTY _____

NAME OF SUPERVISOR _____

It is suggested the tasks below should be completed on the first day the new teacher is at our school. They need not be completed at one session and could be done at various times during the day. The list below is suggested order of priority. If the teacher does not come to the school before the date of taking up duty, tasks on Pre-appointment form would have to be completed in conjunction with this list.

Teacher's Initials	Check when completed
RP/LM/HM	1. Introduce him to all staff members. Don't forget the clerk-typist, the aides, the janitor groundsman.
RP	2. Give him a plan of the school for reference.
RC	3. Locate staff toilets (location of key?).
RC	4. Indicate any special features of the staff room.
RW	5. Explain what monetary contributions would be required of him.
PO	6. Make sure he spends some time with the teachers next door to him.
WR	7. Indicate the resource areas and explain borrowing arrangements.
SS	8. Explain borrowing procedures for A.V. equipment.
HM	9. Help him with obtaining his allocation of school stock.
HM	10. Help him obtain pupil text books for his grade.
MO	11. Explain tuck shop procedures.
HM/LM	12. See that the children's records have been passed on.
HM	13. Explain school policy on homework.
HM	14. Explain departmental and school policy on detention.
HM	15. See that he receives a playground duty roster and explain his responsibilities while on duty.
RW	16. Review bell times and lunch breaks.
RP	17. Give advice on irate parents.
PO	18. Show location of first-aid materials and explain responsibility in case of accident.
RP	19. Explain role of the clerk-typist.
RP	20. Indicate school policy on the use of the telephone.
SP	21. Explain his relationship and responsibilities while children are working with specialist teachers.
WR	22. Indicate procedures regarding school buses.
SS	23. Visit the school library and examine the facilities.
HM	24. Discuss leave entitlements and procedures if absent.
HM	25. Explain school policy on the allocation and use of teacher aides.
RW	26. Indicate parade procedures.
HM	27. Indicate when first pay cheque will be due.
RP	28. Review of his first day with Principal or one of the administrative team.

Supervisor's Checklist - First Week

NAME OF TEACHER _____

YEAR _____ DATE OF TAKING UP DUTY _____

NAME OF SUPERVISOR _____

These are not immediate tasks but should be done in the first week of the teacher's period of duty in the school.

Teacher's Initials	Check when completed
PO/RC/RW	1. Help him formulate his weekly time-table.
MD	2. Explain school policy on C.C.P.'s and preparation generally.
HM	3. Indicate the evaluation schemes and record keeping required in the school.
HM	4. Explain other duties required of him.
WR	5. List people responsible for various sports and solicit his help.
SS	6. Confer with teacher librarian regarding use of his services and use of library.
SS	7. Indicate the extent and method of using the teachers' reference library.
RP	8. Explain fire drill procedures carefully and have him sign book after reading.
MD	9. Talk about the Queensland Teachers' Union and answer queries.
MD	10. Mention the existence of the Queensland Teachers' Credit Union.
RW	11. Clarify the policy on the use of specialist teachers.
HM/LM	12. Discuss subject specializations and any plans he may have.
HM/LM	13. Give advice in setting up his reading program.
LM	14. Explain how school policy is formulated. Give out Policy Booklet for reference.
RP	15. Explain any special school administration procedures.
HM/LM	16. Review with him kits and learning materials he may find useful for his year.
RP	17. Explain courtesies expected, i.e. keeping Principal informed of incidents, letter writing, etc. and why.
RP	18. Explain hierarchical structure of the school and the Department of Education.
SP/RC	19. Discuss his own recreational activities and explain opportunities in district.
HM	20. Explain school and departmental policy on educational tours.
PO	21. Indicate arrangements for Religious Education lessons.
WR	22. Show him where physical education equipment is stored and how it is borrowed.
SP	23. Discuss procedures and policies for duplicating pupil handouts.
RP	24. Have a discussion about the school rules.
LM	25. Organize help for him in conducting any standardized tests required.
HM	26. Discuss more fully leave procedures.
RW	27. Explain communication channel procedures in the school.
MD	28. Explain staff meeting procedures and indicate when they are held.
RP	29. Has the teacher had daily review periods with a member of the administrative team?
HM	30. Provide time tables of specialist teachers.

Supervisor's Checklist - First Month

NAME OF TEACHER _____

YEAR _____ DATE OF TAKING UP DUTY _____

NAME OF SUPERVISOR _____

The tasks below should be completed by the first month of a teacher's tour of duty in the school.

Teacher's initials	Check when completed	
RW/HM/LM/RC/PO	1.	Are C.C.P's being satisfactorily prepared?
HM/LM	2.	Are other forms of preparation receiving attention?
WR/SP	3.	Clarify any parts of the School Policy which are not clear after reading the Policy Booklet.
RF	4.	Has a fire-drill been practised?
RW/PO/RC	5.	Have evaluation procedures been planned and recording begun?
HM/LM	6.	Discuss with teacher how he is to be supervised during the year.
HM/LM	7.	Check if his reading program has been satisfactorily planned and implemented.
SS	8.	Check on the effectiveness of library usage.
RW/PO/RC	9.	Has he a satisfactory weekly time-table?
RF	10.	Show him the Form E.52 and indicate your expectations under the various headings.
RF	11.	Show him a copy of the Second Year Compulsory Appraisement Form and discuss its criteria.
WR	12.	Indicate the school's reporting procedures and give advice on conducting Parent-Teacher Interviews.
HM/LM	13.	Discuss remediation in own classroom and referral opportunities.
RW	14.	Indicate the school's policy on community involvement.
SP	15.	Discuss parent helpers in the classroom.
RF	16.	Explain the function of Parents and Citizens Associations and encourage his interest in their activities.
RF	17.	Explain promotional opportunities available in the Department.
RF	18.	Have two review sessions a week been held with the teacher to clarify policy and to chat about difficulties and successes?

INDUCTION IN ACTION

SCHOOL B

Number of teachers	Administrators	Number of beginning teachers	Type of school
40	Principal Deputy Principal Infant Mistress Senior Mistress	3	Government

This school is situated on the northern outskirts of Brisbane and has a teaching staff of around 40. In 1981, three beginning teachers were appointed to the school.

First Contact

The beginning teachers felt that the first step in making contact with their new school was the most difficult - telephoning the principal. However, they were all very impressed by the friendly and warm response they received. They arranged to visit the school in the last week before the end of the school year at which time they met the person who would be their co-teacher. They would have preferred to have met this person again, however, before the first day of school.

Written Material

Prior to the commencement of school the beginning teachers were presented with a very large folder containing a lot of useful material. This included school policy and rules, curriculum programs in mathematics, language arts, health, and a detailed booklet on the school's reading programs. The beginning teachers found this information very valuable, especially the examples of CCPs.

Placement

During their post-appointment visit to the school, they were advised of the Year level they would be teaching. Two of the three beginning teachers were assigned to the level they had requested. All three were to teach in multiple area situations.

The three beginning teachers were placed with experienced teachers with varying philosophies of education, each with its own merits. The approaches used by the experienced teachers varied from considering the beginning teacher as little more than a student teacher, to allowing the beginning teacher complete freedom, to what appears the best situation - where the co-teacher allowed the beginning teacher complete autonomy but also offered her advice and guidance. This latter treated the beginning teacher as a professional, and at the same time helped her to overcome problems as they arose in the classroom. It also included sharing of resources such as CCPs between the two teachers.

Formal Induction

The outstanding characteristic of the induction program at this school was the role played by the senior mistress who was responsible for the induction of the beginning teachers. Until Easter, the beginning teachers met with the senior mistress every Tuesday morning at 9 o'clock to discuss problems and share ideas. During these sessions, which normally lasted from one to one and a half hours, the co-operating teachers in the open-area classroom would take the beginning teachers' classes. In addition, at these sessions the senior mistress would explain certain aspects of teaching - e.g. evaluation, daily programs, resources, dealings with parents, how to use Departmental guides, use of handbooks, reporting, discipline, and so on. She also used this time to discuss with them their commitment to

teaching, their responsibility, the law and safety. The length of these sessions would depend on the needs of the beginning teachers at the time. If the teachers had problems, these would be discussed; otherwise, the senior mistress would use this time to discuss one of the areas already mentioned. Several of these sessions were used to explain the format of CCPs with which many beginning teachers encounter problems. The beginning teachers found these sessions extremely valuable. Much of their success seemed to lie with the supportive attitude of the senior mistress who instilled confidence in the young teachers. Also, the beginning teachers had confidence in her and could communicate with her.

She was available at any time to discuss their problems; even to supply a relieving teacher so they could be released from their classes to talk with her freely. Her expertise and professional approach in a variety of areas were instrumental in ensuring the beginning teachers' successful induction.

Another important role played by the senior mistress was that of intermediary: in arranging with the co-teachers for the beginning teachers to be released for the Tuesday morning sessions, in organising talks with the specialist teachers and in serving as a link between beginning teachers and specialist teachers.

After Easter, the beginning teachers requested that the sessions with the senior mistress take place before school (at 8.00 a.m.) on Thursday mornings. They felt this would reduce the load on the other teacher and provide continuity with their own classes. As their classroom competence increased, the length of time required in these sessions decreased. But at different times of the year, new activities were taking place, e.g. parent-teacher interviews, sports day, and these could also be discussed.

Current Curriculum Programs

The senior mistress advised the beginning teachers that they would only be required to write daily programs for the first few weeks. Gradually, with knowledge gained in the Tuesday morning sessions and having been provided with examples of CCPs, the beginning teachers were able to commence writing their own. According to subject area, these had to be presented to the senior mistress at mutually agreed upon intervals (though considerable flexibility was allowed) - language arts every four weeks, maths - six weeks, social studies - six weeks, science - five weeks, music, art and physical education - twice per semester. Constructive comments were written on the CCPs and these were then discussed with the teachers.

Visits to Classes

After Easter, the senior mistress visited their classes regularly to observe their teaching and offer advice, and also to assist one beginning teacher whose class contained some troublesome pupils. These visits varied from a few minutes to up to three-quarters of an hour and from daily to weekly. The beginning teachers welcomed these visits by the senior mistress and felt they were most beneficial. They felt that this advisory function greatly improved their teaching. Sometimes she would teach a lesson if the beginning teacher was experiencing difficulties or demonstrate an alternative method.

Staff Atmosphere

The three new teachers felt welcomed into the school by the many staff social functions that took place. These occurred regularly. However, they would have liked to have learnt teachers' full names earlier.

Outside Seminar

The three beginning teachers attended a seminar organised by the Department in their region and found it very interesting and helpful.

Success of Program

The induction program at this school appears to have been very successful, largely because of the organised meetings with the senior mistress and her willingness to assist the beginning teachers, but also by the co-operative attitude of the co-teachers and the principal. The atmosphere so created resulted in the beginning teachers feeling confident and competent and always able to obtain assistance. The fact that the senior mistress was always welcome in their classes is a further indication of the success of this "program".

INDUCTION IN ACTION

SCHOOL C

Number of teachers	Administrators	Number of beginning teachers	Type of school
19	Principal	1	Government

Situated in Brisbane's southern suburbs, this government primary school had a staff of 19 teachers, with the principal being the sole administrator. One beginning teacher commenced teaching at the school at the start of the 1981 school year.

As this teacher had undertaken six weeks of practice teaching at the school during 1980, her induction was somewhat different than for a teacher completely new to the school. Some of the induction activities had already been covered during practice teaching at the school. As these activities are a part of the induction process they are, nonetheless, described below.

Initial Contact with School

During an initial meeting with the principal before taking up duty, the young teacher and the principal discussed the policies and procedures of the school relating to the teacher's responsibilities and duties, teacher-parent interviews, planning Current Curriculum Programs, discipline, conferences with the principal, and administrative tasks such as marking rolls. The beginning teacher was also given an induction booklet (What Do I Do First?) which contained detailed information on these issues and which the beginning teacher could use as a reference. The beginning teacher was introduced to the rest of the staff before commencing duty. She also talked to the teacher who had her class the previous year. This enabled the beginning teacher to obtain information in the form of anecdotal records on the pupils and to find out about a few children who would need special attention.

Outline of Program

The person most closely involved with the induction of the beginning teacher was the co-operating teacher with whom she shared a multiple-area classroom. The formal written induction program was divided into four stages. At each stage, there were a number of tasks for the co-operating teacher or teacher-tutor to complete. The tasks were divided into those to be completed: before the new teacher takes up duty, on the first day, during the first week and during the first month. These checklists were adapted from Guidelines for the Induction of Beginning Primary Teachers in Queensland Primary Schools, produced by the Standing Committee for Primary In-Service Education.

The induction activities listed in each stage were not necessarily adhered to rigidly. In order to meet the needs of particular beginning teachers, there was a deal of flexibility in when a particular task was completed. It should also be noted that, while the written induction period covered the first month of teaching, the actual induction phase did not end there. Moreover, the written program does not give a complete picture of all the induction activities in which the beginning teacher was involved.

Working with Co-Teacher

Of particular benefit to the beginning teacher was the week spent by the beginning teacher and her co-operating teacher immediately before school started. During this week, both teachers attended the school each day to set up their room and plan their teaching strategies. This co-operative planning was continued throughout the year. By working in close collaboration with the experienced teacher, the beginning teacher was able to improve her own skills in planning curriculum programs.

The beginning teacher also gained many useful ideas and techniques by observing the co-teacher taking lessons. The co-teacher was always willing to let her young colleague observe her lessons, to offer to take a particular lesson if the beginning teacher was having difficulties with it, and was ready to discuss teaching techniques after the lesson. Further, this experienced teacher was always available to discuss any problems the beginning teacher was experiencing. For example, the co-teacher showed the beginning teacher how to divide a class on the basis of reading ability for the reading lessons.

School Meetings

The co-operation among the teachers in the school was enhanced by regular meetings of all of the teachers of a particular Year level where they discussed which units of work they would cover. Meetings between the teachers of adjacent Year levels (e.g. Years 1 and 2) also took place to ensure a co-ordinated school approach. The spirit of joint effort and openness among the teachers in the school was seen by the beginning teacher to be a key reason for her successful induction into the school. She was not afraid to seek advice from any teacher, and the teachers were always willing to provide it.

Role of Principal

Apart from the initial meetings with the beginning teacher, the principal played an unobtrusive role in the induction process. While he was always willing to talk to the young teacher, to observe her lessons, or to teach a demonstration lesson, the need had not yet arisen. The principal relied on the co-operating teacher to handle these areas, and to inform him if his assistance was required. For the beginning teacher in question, the principal had not had to be involved to any great extent. He did point out, however, that the level of his involvement in the induction of the beginning teacher depended very much on the individual teacher, and the extent to which the co-teacher and the beginning teacher were able to jointly solve their problems.

INDUCTION IN ACTION

SCHOOL D

Number of teachers	Administrators	Number of beginning teachers	Type of school
19	Principal	2	Catholic

To state that beginning teachers actually participated in an "induction program" at a certain Brisbane Catholic school would be somewhat of an overstatement. Nevertheless, the teachers appeared to be quite well "inducted" into the school and this for a variety of reasons.

Foundations for Practice

The overall Christian philosophy of the school formed the basis of the principal's attitude to schooling, children and the teachers themselves, the relationship between teachers, and the attitude of teachers to their work. The overriding philosophy of the school involved the cultivation of religious faith, the pupils' internalisation of Christian values, and the integration of knowledge in the light of reason and faith. The tone of the school was largely the result of the principal's values and actions; he believed that openness, honesty and trust should govern one's life and one's dealings with others. He welcomed the beginning teachers to the school as professionals, concerned with the academic and spiritual development of the children. He encouraged dedication to his ideals by example. The principal's role was that of facilitator and supporter to all teachers, as well as to children, and in particular towards beginning teachers. The school did not have any written school rules, nor were written reports on children kept - these were transmitted, if necessary, by word of mouth.

Preparatory

The philosophy of the school formed the basis for inducting the beginning teachers. At their first contact with the school before the end of the scholastic year, the principal explained to them his philosophy and his expectations (academic and spiritual) for the school and his desire that they would adjust to these principles. They were advised what Year level they would have and given the name of their co-teacher. In addition, they were presented with the school's language arts program (the Maths program is still being devised) together with copies of:

- Catholic Education, Policy and Practice Book
- The Catholic School
- The Teacher in the Catholic School.

They then spent the afternoon with the other teachers observing, seeking explanations, learning about resources, and so on. On the pupil-free day before school commenced in January, the beginning teachers were to see this philosophy in operation in the very helpful attitude of other teachers towards them. On this occasion, they were given assistance not only by teachers of the same Year level but by teachers throughout the school in coping with the first day, arranging classrooms and other practical organizational matters. This assistance continued on a sustained level throughout the first week.

Working with Co-Teacher

The beginning teachers often sought help from their co-teacher in the same classroom (double space but separated by a partition). The Year 1 beginning teacher received much support from the co-operative planning sessions which took place each month with the other Year 1 teachers. The Year 4 beginning teacher had experienced some difficulties at first because of personality

clashes. Nevertheless, after much discussion and some intervention by the principal, the problems were sorted out.

Gaining Competence and Confidence

Both beginning teachers felt that most problems had to be sorted out by themselves - e.g. difficulties with timetabling. They felt they should be able to plan lessons and cope with daily problems. Whether this over-confidence reflected adequate initial preparation or naivety is difficult to ascertain. However, within a short time, the beginning teachers felt accepted by other staff and by the children and felt confident and competent in their role. Staff meetings were helpful in getting to know what was happening in other classes and the format of having a rotating chairman increased their readiness to contribute to such meetings.

Philosophy in Action

Their dealings with the principal were on a very informal basis. They shared their problems and concerns with him and felt at ease in doing so. The Principal believed in giving them a large amount of flexibility so that they could develop in their own way. For this reason, he had no fixed requirement on CCPs, his only stipulation being that sufficient planning be undertaken so that learning could take place. From time to time he would look at their plans and offer suggestions.

Outside Assistance

The beginning teachers felt that a helpful aspect of their induction was the support offered by the Regional Education Officer. Two seminars had so far been arranged; these consisted of regional meetings held outside the school: the first was an informal airing of problems and the second concerned parent-teacher relationships; a third had been planned for the near future on CCPs. Observation of the beginning teachers' classes had also been planned by the Regional Education Officer. The beginning teachers felt that these contacts were vital and appreciated the support of the school in releasing them for the full-afternoon seminars.

Success of Induction

Both teachers were impressed with the ease they encountered in getting to know the other teachers, particularly because of the school camps organised at the beginning of the year and the school socials. At these camps, teachers volunteered to accompany various Year levels; as well as enabling the beginning teachers to meet their own and other pupils in an informal atmosphere, it also served to introduce them to other teachers and learn more about them.

The principal's aim in getting the beginning teachers inducted into the school was so that they would accept themselves as fully-functioning teachers, and be regarded as such by other teachers. He hoped they would adopt the overriding philosophy of the school and its emphasis on Christian values.

The only visible area for concern regarding this approach is the assumption that all beginning teachers will be highly competent and well prepared for their role. Less competent teachers may need a more structured approach.

INDUCTION IN ACTION

SCHOOL E

Number of teachers	Administrators	Number of beginning teachers	Type of school
14	Principal	2	Government

School E was a government primary school of 14 teachers, located in a near-metropolitan district, about 30 kilometres from Brisbane. All classrooms in the school were multiple or open area classrooms. Two beginning teachers were appointed to the school to commence duty at the start of the 1981 school year.

Welcome

A letter of welcome was sent to each beginning teacher near the end of the 1980 school year, although one teacher did not receive it until about one week before school started because he was away on vacation. Accompanying the letter of welcome was a questionnaire which sought some information about the new teachers, including preferred teaching level and special abilities and interests. The information on special abilities was useful for the school's planning of extra curricular involvement of teachers. In one case, for example, the beginning teacher who had a special interest in music was able to take charge of the school band. A copy of the letter and teacher information sheet appear below.

LETTER OF WELCOME

Dear

I wish to welcome you to the staff of the ..... State School. We hope that you will enjoy the time spent with us and that the appointment is to your satisfaction.

I will be available at the school on .....
I may be contacted at my home address by ringing .....

Would you please fill in and return as soon as possible the enclosed staff information form to enable us to organise next year's classes.

Yours faithfully,

PRINCIPAL.

STAFF INFORMATION

NAME: .....

ADDRESS: .....

TELEPHONE: ..... TEACHER REG. NUMBER: .....

NAME & ADDRESS OF NEXT OF KIN: .....

EMPLOYEE NUMBER: ..... CLASSIFICATION: .....

STATUS: ..... MALE/FEMALE ..... PERMANENT/TEMPORARY .....

WHAT IS YOUR PREFERRED AREA TO TEACH: .....

LOWER ..... MIDDLE ..... UPPER ..... PRE-SCHOOL .....

TERTIARY QUALIFICATIONS: (degrees etc.) .....

SUBJECTS BEING STUDIED: .....

.....

SPECIAL ABILITY INTERESTS: (Art, Music, Science, Library, Environmental Studies, Sport) .....

.....

Where possible, the principal met the beginning teachers at the school at the end of the preceding scholastic year. In the week before the commencement of the 1981 school year, all teachers, including the two beginning teachers, were present at the school for at least one day. The beginning teachers were thus able to meet most of the other staff of the school before taking up duty.

Class Allocation

From answers to questions on the teacher information sheet, the principal was able to arrange the school classes so that the beginning teachers were given the section of the school in which they indicated that they would prefer to teach. The early allocation of teachers to classes allowed one beginning teacher to discuss her class with the teacher who had the class in 1980. As this meeting took place well before the start of the 1981 school year, the beginning teacher was able to undertake a considerable amount of planning of her work programs. Most unfortunately, the class and year level allocated to this teacher had to be changed shortly before school commenced because of the later transfer of another teacher.

Planned Induction Activities

The principal organised and was most closely involved in conducting the induction activities in the school. The teachers with whom the beginning teachers were sharing open-area classrooms were also involved in induction activities.

Part of the induction involved providing the beginning teachers with a resource folder about the school and discussing with the teachers the most relevant aspects of the folder during an hour long meeting, before the teachers took charge of the class. This contained information on parent interviews, objectives of the school, administrative procedures, planning (CPs, resource materials available at the school, and pupil evaluation.

One of the beginning teachers considered that his induction into the school might have been improved if he had been given the school resource folder as soon as school commenced, rather than several weeks later. He felt that

some information might have been given to him without his having to ask for it. On the other hand, he was unsure about this as it would have meant a large amount of information would need to have been absorbed in a short period of time.

The beginning teachers also received a one-page sheet which listed the activities which the principal had planned as part of the school induction program. This is shown below.

SCHOOL INDUCTION PLAN

1. ORIENTATION to the school, including school policy and rules and organisation.
2. ORGANISATION PRACTICES - including parades, playground duty, sport, accident procedures, fire drill, security, discipline, detention, rosters, time-tables.
3. LIBRARY - procedures, programmes.
4. AUDIO-VISUAL SECTION - procedures concerning usage; function.
5. OTHER SCHOOL EQUIPMENT - sports, project club.
6. PREPARATION & PLANNING - daily programme & C.C.Ps. T.T.
7. SYLLABUSES, WORK BOOKS - guides, School policy on subject areas.
8. ASSESSMENT PROCEDURES - school reports, introduction to the student record card.
9. DUTIES OF STAFF TEACHERS - RESOURCE TEACHERS - ANCILLARY STAFF.
10. Case study approach to the more important REGULATIONS: E.O.G., ADMINISTRATION HANDBOOK.
11. CLASSROOM MANAGEMENT.
12. COMMUNICATIONS - students, parents, staff, Reg. Office.
13. INNOVATIVE PROGRAMME - including different teaching strategies used in the school.
14. RECORDS AND RETURNS.
15. STOCK - STOCKROOM.
16. STAFF INVOLVEMENT: COMMUNITY INVOLVEMENT - P. & C. - LADIES AUXILIARY.
17. SCHOOL FINANCE.
18. PUBLIC RELATIONS: service to the community.
19. MECHANICS OF TAKING UP AN APPOINTMENT.
20. INSPECTION SYSTEM: teacher appraisement, regional office.
21. PROFESSIONAL ETHICS.
22. Case studies of CLASSROOM PROBLEMS - organisational
    curricular
    disciplinary.

As described by the principal, the intention was to hold thirty-minute sessions with each beginning teacher each week covering the topics listed on the School Induction Plan. These sessions were normally held outside school hours or in the library period.

For one teacher, induction meetings were held regularly with the principal. These covered items on the School Induction Plan. The order of covering the topics was not fixed. In many cases, an item was covered when the beginning teacher felt that he needed advice in a particular area. If, however, the beginning teacher did not wish to discuss anything specifically, the principal would always have something planned. In addition to the regular sessions, the beginning teacher had no hesitation in asking the principal for advice whenever the need arose. In these cases, the principal was always available. On a number of occasions, the beginning teacher was withdrawn from his classroom to discuss problems he was having with discipline involving a small number of pupils. In these cases, either the local relieving teacher or the teacher librarian would take this beginning teacher's class. These sessions proved to be very important to the teacher in developing ways of effectively dealing with his more troublesome pupils.

Observation of Lessons

The principal also observed, for short periods, some of the lessons taught by the beginning teacher. In one particular instance, the principal taught a maths lesson with which the beginning teacher was having problems. By observing the principal teaching and by discussing the lesson with the principal after classes, the beginning teacher was able to develop more appropriate teaching strategies.

Involvement of Co-Teacher

In this regard, the beginning teacher was also helped a great deal by the teacher with whom he was sharing the multiple-area classroom. Observing his co-teacher and discussing problems and teaching issues with him were of great assistance to the beginning teacher. The experienced teacher was willing to share both his ideas and his material resources with his young colleague.

Current Curriculum Programs

Another way in which the beginning teacher was helped was by using a carbon copy of the CCPs prepared by the teacher who had his class in the previous year. The beginning teacher relied heavily on these at first, but gradually put more and more of his own ideas into the CCPs.

However, the beginning teacher felt that an alternative approach could have involved the teacher who had the class from the previous year actually re-writing with the beginning teacher, CCPs for the first four weeks. Another modification he suggested was that, after about six weeks' teaching, beginning teachers should be withdrawn from their classes for two or three days to discuss in detail with the principal activities such as evaluation, CCPs, and teaching specific subject areas.

Overall View of the Induction Program

One teacher considered the key to the success of the induction program was the availability of the principal and co-teacher, and their willingness to discuss problems and issues. This beginning teacher felt that both were genuinely interested in his development as a teacher.

Problem Areas

While a similar induction was planned for the second beginning teacher at the school, it did not appear to be as successful in practice for this teacher. In particular, several of the regular weekly sessions with the principal were cancelled. The teacher felt that she was not given adequate information about certain school procedures, for example, how to go about borrowing books from the library. During the first four weeks in

particular, this teacher thought that there should have been someone to whom she could readily turn for advice. Part of the problem might have been that a successful relationship was not developed between the beginning teacher and the co-teacher with whom she shared the multiple-area classroom. The beginning teacher did not observe the lessons of her experienced co-teacher and felt unable to discuss problems with her.

It appeared that this teacher was having fewer problems with her teaching and therefore might not have needed such an intensive induction program as the first teacher.

Outside Seminar

Both of the beginning teachers had attended a seminar for beginning teachers arranged by the regional office. They claimed that they had gained useful information from the seminar which they were then able to use in their classroom.

Conclusion

The description of induction in School E illustrates that within the one school induction experiences can and should vary greatly depending on the individual teacher. It also highlights the importance of the need for a co-operative relationship to be formed between the beginning teacher and the teacher with whom he shares a multiple-area classroom.

INDUCTION IN ACTION

SCHOOL F

Number of teachers	Administrators	Number of beginning teachers	Type of school
23	Principal Deputy Principal	4 (2 appointed during year)	Government

The final school was a Class 1 primary school on Brisbane's northside.

Outline of Program

A detailed induction program was prepared for beginning teachers. An outline of the topics covered in the program is shown below.

INDUCTION PROGRAM

N.B. Region "What Happens When" Booklet Guidance Notes - School School "P I P" Booklet Primary Inservice Book	PRE-READING
Preparation for Week 1 Orientation to all Teaching Aids and Equipment Assist in Preparation for Week 2 Week 3 Begin C.C.P. Discussions with Teacher Week 4 Assist in Preparation of C.C.P. Weekly Check on C.C.P. and Work Achieved Continue to Monitor C.C.P.	PREPARATION
Possible Areas of Concern for Beginning Teachers Observe Teaching Suggest Methods Suggest Improvements Teach Class Frequently Help Teach Class (Small Group) Provide Literature on Teaching Help with Individual Pupils at Risk Check and Advise on Blackboard Preparation Evaluate and Help to Prepare Evaluation	TEACHING
Encourage Teacher to take Extra-Curricular Activities e.g. Sports Responsibility C.O.A.C. Drama Throw Some Responsibility on to Teacher Involve Teacher with Parents Where Possible Social Club	GENERAL INVOLVEMENT

SPECIAL ORIENTATION ON	
Roll Preparation and Correct Procedure for Marking	
Playground Duty	
Regulations	
School Layout	GENERAL
Specialist Teachers and Visiting Services	
Assessment Form - 1st and 2nd Year	
Ancillary staff	
Teacher Aides and Duties	

Before Taking up Duty

Before the start of the school year, discussions were held between the principal, deputy principal and beginning teachers. Those teachers appointed during the year were able to attend the school in the week prior to taking up duty. These discussions served to introduce the new teachers to the school, help put them at ease, explain the school philosophy and generally make them feel welcome.

Policy, Information, Procedures Booklet

One feature of the initial induction period involved providing beginning teachers with the school's Policy, Information and Procedures (PIP) booklet. It is important to note that the contents of the booklet were discussed at length with the beginning teachers.

CONTENTS OF PIP BOOKLET

Communication	Parent Involvement
Confidential Record Cards	Guidance
Principal's Guidance Notes for Teachers	Current Curriculum Programs (CCPs)
Relieving Teachers	Playground Duty
Detention of Pupils	Corporal Punishment
Home Study	Use of Blackboard
Teacher-Aides	School Library
Help	Sick Children
Fire Drill	Telephone
School Reports	Complaints
Duplicating Materials	Evaluation
Mark Books	School Rules
Correspondence with the Department	Leave of Absence
School Requisites - Children's Services Dept.	Smoking in Classrooms
Reporting Repairs	Parent-Teacher Interviews
Student Teachers	Educational Tours-Excursions
Enrolments	Physical Education
Safety Precautions	Stock
Preparation	Duties of Stenographer
Extra Curricular Activities	Valuables
Transfer of Pupils	Banking
Specialist Teachers	Discipline
Standards and Methods	Collection of Money
Staff Meetings	What Should You Tell The Administration
Religious Education	Duties of Teachers (Regulation 42)
Writing Books	Tuckshop
Education Centres	Equipment - A.V. Materials
Profile Cards	Use of Ranx Xerox Copier
Testing Program	Sport

To illustrate the kinds of information contained in the booklet, three topics are shown below.

PREPARATION

Learning is an activity and only the child can do the learning. The teacher's part is to plan teacher-learning situations that through his own enthusiasm and means of presentation the child will be stimulated and guided in his activity and learning will result.

In addition to a C.C.P. i.e. your plan of work, teachers should have a rough daily book of preparation. This is not for presentation and is not regarded as an official school document but rather a personal organization/reminder/jotter type form of preparation which enables you to put your plan of teaching as outlined in your C.C.P. into effective action.

Preparation also entails blackboard work and having ready before the session begins all equipment aids and resources required for that lesson or session. A teacher who has to send for equipment in the middle of a lesson merely advertises his ill-preparedness to everyone.

Thoroughly research your topic. If you are certain of your information you will come across as a very convincing teacher. Make certain you also plan for revision work and for the evaluation of what you have taught.

In the opinion of experienced principals and teachers, lack of preparation comes far ahead of all other causes of failure in teaching. Happiness in teaching depends mainly on efficiency which in turn depends on effective planning.

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WHAT SHOULD YOU TELL THE ADMINISTRATION?

It is far better to overdo the passing on of information than to withhold it - the Administration team should know what is going on at all times and will soon sieve out the unnecessary.

Some examples of information to pass on:

Classroom accidents; concern expressed by a parent over standards particularly if Admin could help; excessive absenteeism; consistent failure to do homework; children at risk; children who are behaviour problems; away from the usual behaviour in the playground e.g. forming of gangs; thefts; children consistently late for school; any suspected parent bashing. These are a few items you could keep in mind. It is impossible to give you a full list because situations arise that cannot be categorised and you will need to use your initiative.

Please try to be positive also and let the Administration know about the good things that are happening in your class, about a pupil's good work, about a pupil's improvement. If you are praising and encouraging pupils, the Administration team would also like to add encouragement. All some pupils need to change attitudes and improve their work is a sense of achievement. It is always a pleasure for a Principal to be given this opportunity, as most of the time problems of a negative type are dealt with.

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COMPLAINTS

From time to time parents complain to teachers about standard of work, other children interfering with their child, victimisation etc. These are usually minor complaints made to teachers either before or after school.

If you are unable to deal with a complaint, bring the parent to the office as soon as you notice that the situation could get out of control. Always do the parent the courtesy of listening carefully and listen particularly for inaccuracies, try to discuss the matter in a civilized way and be very careful of what you say for you will be quoted.

Other times the parent will complain directly to the Principal usually about some action of a teacher or even about a teacher's incompetence. You can rest assured that if it is possible to support you at all the Principal will do this even if it means a severe reprimand to you privately later. It may be necessary at times to call the class teacher in on the interview and in such a case the teacher should take his lead from the Principal.

Any complaints in writing, apart from minor problems, should be brought to the Principal. As a general rule it is unwise to put pen to paper to answer a complaint as just one word or sentence could worsen the situation and be available for all to see or use.

Your administration staff has had the experience of dealing with complaints. It is not a weakness on your part to ask for help.

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Teachers were expected to read the booklet as an introduction to the school and also to refer to it as a ready reference. However, it was not intended that teachers take in all the information contained in the booklet but rather to be aware of its scope so that it could be referred to as the need arose.

Observation of Lessons

The principal observed the beginning teachers' lessons on average about once a week. These observations were normally only for short periods of time. No specific time was set aside for the observations; they occurred when the principal was able to accommodate them into his schedule. The purpose of these visits by the principal to the beginning teachers' classrooms was not so that the principal could pass judgement on the young teachers, but rather so that he could assess the progress of the teachers and offer advice and guidance. Again, the teachers were free to ask the principal to observe their lessons or to ask him to teach a lesson. The beginning teachers considered these observation sessions of great benefit. To illustrate, the principal was able to offer advice to one teacher on discipline and room organisation when he had observed that the teacher was having difficulties in that area. In all cases, beginning teachers were not made to feel threatened by the presence of the principal in the classroom, but were encouraged to see him as being able to offer constructive advice.

Flexibility of Induction

The program set out in the school's induction booklet was not rigidly followed for each beginning teacher - the program was modified to suit the individual's needs. Moreover, if the beginning teachers wished to raise issues or were having problems with any aspects of their teaching not included in the induction program, they were encouraged to seek advice and guidance from the principal or deputy principal. The beginning teachers stated also that they had received help not only from the administrative staff, but from other teachers in the school, especially those who were

teaching at the same Year level. When the teachers had an urgent problem that required the assistance of the principal or the deputy principal, they could seek assistance in class time. Induction meetings were, however, normally held after school.

Other Aspects

While the formal aspects of the induction into the school were important, the friendly, supportive approach of the principal, deputy principal and other staff was also a significant factor in helping the beginning teachers.

The teachers were also assisted to grow professionally by their involvement in and contribution to staff meetings and subject committees.

CONCLUDING COMMENTS

From the descriptions of induction in the six schools, a number of suggestions can be made which should facilitate the transition of young teachers from pre-service education into schools and set the stage for their continuing professional development.

It is important that the principal and whole staff of the school to which the beginning teacher is appointed be supportive and willing to give advice, guidance and encouragement to their young colleagues. There should also be a person in the school to whom the beginning teacher knows he can turn for help. This might be the principal, another member of the administrative team or a classroom teacher. In the latter case, induction usually works best when both teachers are teaching the same Year level. It is important to ensure that the beginning teacher and his co-teacher are able to work together effectively. If a personality clash occurs, this can impede the induction of the beginning teacher into the school.

Contact between beginning teachers and the school should be made well before the beginning teacher takes up duty at the school. In some instances, the beginning teachers actually knew of their appointment before the principal and contacted the school on their own initiative. However, we found that the beginning teachers who received a welcoming letter from the principal found that it reduced some of the anxiety associated with taking up their first teaching appointment.

In any case, it is essential that the beginning teacher comes to the school before actually commencing duty. During this initial visit, the teacher can meet other members of staff, be shown around the school and possibly be given any written material the school has prepared to assist first year teachers. If the teacher is to work in a multiple-area classroom, it is particularly important to meet the teacher with whom he will be sharing the open-space classroom.

The principal or the person responsible for the beginning teacher's induction should observe his teaching in his classroom. This observation should not pose a threat to the beginning teachers, but should be for the purpose of providing feedback to the beginning teacher on his performance. Where appropriate, the person responsible for induction can suggest to the beginning teacher various strategies and techniques which the beginning teacher might use. It is often desirable to have a teacher of the same Year level observe the beginning teacher so that advice can be provided when necessary. In multiple-area classrooms, the co-operating teacher is usually the best person to do this.

Provision should also be made for beginning teachers to observe lessons taken by the principal or other experienced teachers. Observation and subsequent discussion can assist the young teachers to develop appropriate classroom teaching practices.

Time should be set aside by the principal or others in the school involved with induction for formal and informal sessions with the beginning teachers. The content of these discussions should reflect the beginning teachers' needs. Our interviews with beginning teachers reinforced the findings from our research project, i.e. that the major area in which beginning teachers expressed a need was for assistance in planning curriculum programs. In the school inductions described in this report, this help was provided in a number of ways, e.g. by the beginning teacher working closely with an experienced teacher in preparing CCPs or by showing the beginning teacher the CCPs used the previous year. Methods of effective discipline and classroom management, teaching strategies in the major curriculum areas and evaluation of pupils are other topics which should be included in any list of induction activities.

The key word in planning induction, however, is flexibility. While there are a number of areas that should be included in school induction, issues and topics should grow out of the beginning teachers' needs. The young teachers should be encouraged to discuss their concerns with those involved

in their induction. It is only when the teacher is effectively inducted into the school that a sound basis is formed for his continuing professional development.

This report was mostly concerned with induction which takes place in the school. Many other induction activities have been organised by outside agencies, as mentioned in the Introduction. Education centres assist beginning teachers in many ways including providing resource materials, conducting seminars on such topics as dance in the primary school, learning and remediation techniques, reading programs, etc. Colleges and regional offices organise meetings of beginning teachers, some with talks by regional directors, inspectors, representatives from the Catholic Education Office, and others involved in education. Beginning teachers should be made aware of the variety of induction activities that is available. The desirability of co-ordinating this type of induction activity with those of the school needs to be carefully considered.

The importance of the induction process is borne out in the Report of the recent National Inquiry into Teacher Education:

> "The initiation of the beginning teacher into the school teaching situation must be considered an integral part of the professional development process. The induction phase should relate not only to the pre-service course undertaken but also to forms of continuing education available in later years. Induction must help overcome those inadequacies which will exist to a greater or lesser degree in new graduates entering into any type of professional career. . . . induction into the first appointment is a critical stage in a teacher's life and should not be seen as a separate process or program but as a phase of teacher development." (pp 98-99)

APPENDIX

TEACHER EDUCATION REVIEW COMMITTEE

(Members during preparation of this report - February 1981 to June 1981)

- Mr W.L. Hamilton (Chairman),
  Deputy Director-General of Education, Queensland Department of Education

- Mr R. Beevers,
  Head of School of Education, Capricornia Institute of Advanced Education

- Miss D. Dewar,
  Teacher, Kingston State High School (from April 1981)

- Mr B. Dixon,
  Teacher, Merrimac Primary School

- Dr J. Elkins,
  Reader, Schonell Educational Research Centre, University of Queensland

- Mr N.H. Fry,
  Executive Officer, Board of Teacher Education

- Dr W.C. Hall,
  Director, Mount Gravatt College of Advanced Education

- Mr K. Imison,
  Dean, School of Education, Darling Downs Institute of Advanced Education

- Mr G. Maxwell,
  Lecturer in Education, University of Queensland

- Sr P. Nolan,
  Principal, McAuley College

- Mr G. Streets,
  Head of Department of Teacher Education, North Brisbane College of Advanced Education

- Mr A. Walpole,
  Teacher, Lourdes Hill College, Hawthorne

- Mr L. Winkle,
  Director, Division of Secondary Education, Department of Education (April to June 1981)

Research Personnel

- Mrs M. Bella,
  Graduate Assistant, Board of Teacher Education

- Mr G.J. Duck,
  Research Officer, Board of Teacher Education

- Mrs J. Sorensen,
  Typist, Board of Teacher Education